

WESLEYAN

M A G A Z I N E

Volume XXIII, Number 1

Summer, 1993



*Scientists and treasure hunters
join forces to recover biological
and man-made riches, page 20.*

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Fly sheet illustration:
Photomicrograph of deep-sea sediments from the S.S. Central America wreck site. Researchers are studying ocean ecology by examining such sediments. Photo by Ron Toll.



EDITOR'S NOTE

As we were putting together this issue of *Wesleyan Magazine*, we noticed a common thread running throughout every article. It seems that each story is about bridging boundaries – about separate disciplines meeting, finding a common ground, and redefining themselves in the process.

In the story about the basketball team, there is the music major who sings the national anthem and then plays center. In the story on Cathy Crosby, there is a meeting of two cultures that results in a written language, made possible by the interaction of Western linguistics and African oral traditions. In the story featuring Marcile Taylor, the worlds of history and the computer converge to put a twist on the old way of learning the past. And in the story about Ron Toll, scientists and treasure hunters join forces to recover both biological and man-made riches.

In every instance, very unlikely worlds intersect ... music and sports, Africa and America, ancient civilizations and modern computers, and land and sea.

It's a theme that not only runs through this magazine; it also runs through the life of this college and every student who enters it. Here, the worlds of the Old South and the New World Order bump into each other. The worlds of traditionalism and change converge and sometimes clash. The cultures of east and west, north and south, intersect and hopefully emerge enriched.

In the long run, none of us can avoid this kind of intersection. In a world that is becoming increasingly interdependent, places like Wesleyan will continue to thrive.

Nancy Spitler, Editor
Wesleyan Magazine

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F E A T U R E S

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PLAYING WITH HEART & VOICE: Sheree Hollis sings the national anthem, then joins the Wesleyan basketball team at center court.

OUT OF AFRICA: Cathy Crosby has spent three years in the Ivory Coast learning the Teen language, putting it on paper, then teaching it to the Tenbo people.

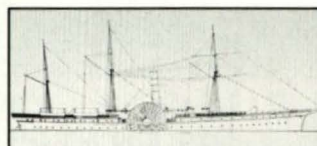
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HYPERCARD HISTORY: Marcile Taylor uses the computer to create a course that takes a non-chronological approach to world history.

ON LAND & SEA: Biology Professor Ron Toll comes to campus this fall, along with his laboratory of octopuses.



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Why is this alumna standing in front of a "termite cathedral" in western Africa? See page 11.

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On the Cover: A deep-sea solitary coral, 2-3 cm in length, rests on a wooden plank recovered from the shipwrecked S.S. Central America.

LETTERS

Editor,

It's Christmas morning, there's a fire in our fireplace... and I've taken a few minutes to relax and read - cover-to-cover - my most recent *Wesleyan Magazine*. What a wonderful issue! My first reaction - to be totally honest - is envy! Why? Because we didn't have these fabulous programs when I attended (66-68). Congratulations to all of you - from Dr. Ackerman to the faculty and ancillary support staff - for the marvelous job you're all doing!

Pam Fletcher Walker '70

New York Alumnae Respond

I thought the story ["View From the Big Apple," Fall '92] was well done, although I was surprised to discover how hard I worked! I had forgotten that the four of us arrived at Wesleyan by such different routes; don't you think it speaks well for the college?

Sincerely,
Sister Mary Joseph OP '75

Thank you very much for sending copies of *Wesleyan Magazine*. Now I can give these away to my mother, mother-in-law, and friends. I thought the stories turned out to be wonderful. Fairly compact and yes, we cover quite a wide range of interests! So it was quite an interesting feature. These features will attract attention both of alumnae (out of nostalgia and curiosity) and current students (for their future prospectives).

Thanks again.

Sincerely,
Yoko Hatta '75

CATHERINE MIMS DEBATE AWARD ESTABLISHED

Catherine Mims '93 of Thomasville was the first recipient of the Catherine Mims Debate Award, presented by the debate coach, Assistant Professor Phil Taylor, at Awards Day this spring. Taylor said that the award was being established to honor the member of the debate team who displayed the attitude and determination shown by Mims.

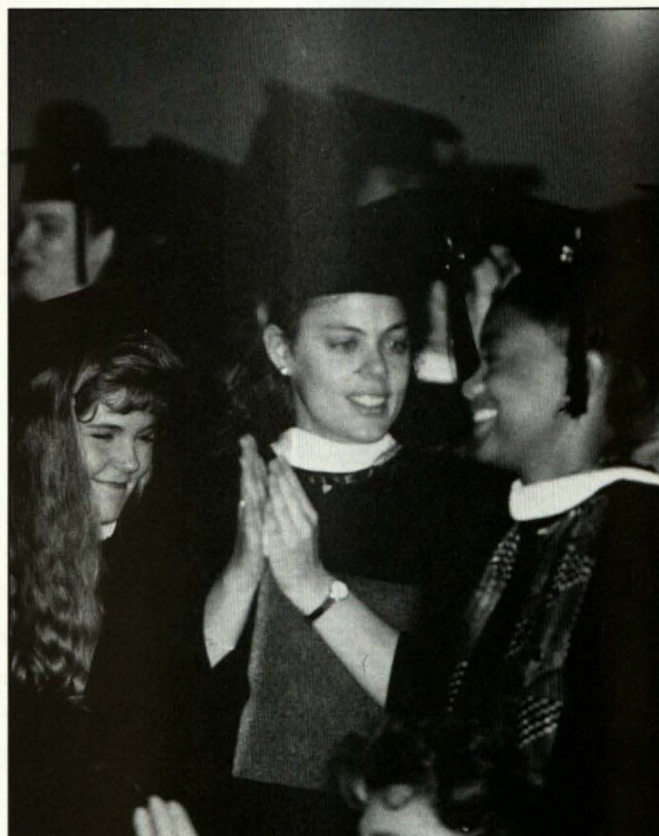
Mims began the debate team at Wesleyan the second semester of her first year and the team participated in three tournaments that year.

During the debate season this year, she led the team as a member of the varsity team, and won a speaker award at every tournament in which the team participated.

The debate team has filled the new trophy case installed outside of Anderson Dining Hall. Some of their awards from this year include first place varsity team at the University of Miami tournament, where Mims won the first-place speaker award and sophomore Jennifer Shermer won the second-place speaker award. The varsity team of Mims and Shermer placed second at the University of South Carolina/Spartanburg tournament. At the national tournament, March 26-29 at Towson State University in Maryland, they had four wins and four losses.

A double major in history and English, Mims will attend law school this fall at the University of Georgia, where she has received a full scholarship.

Catherine Mims
(center) graduated
this spring with a
double major in
history and English.
She is the first
recipient of the
Catherine Mims
Debate Award,
established in
her honor.



RAWLS' FANNY KEMBLE COLLECTION DONATED TO THE COLLEGE

Eugenia Rawls Seawell '34 has given the college a wonderful collection of memorabilia from her distinguished career in the theatre, a collection that includes books, papers, letters, scripts, costumes, play bills, and programs, many of them autographed by other famous personalities. The focus of the collection is Rawls' collection of Fanny Kemble memorabilia that she collected while doing research for her one-woman show on Kemble.

Kemble was a British actor who married Pierce Butler, a plantation owner from coastal Georgia. While living on the plantation, she was appalled by the slavery she saw there. She kept a diary of her time on the plantation, which was later published. Abolitionists used the diary, along with *Uncle Tom's Cabin*, in their battle against slavery.

Eugenia Rawls has done a series of one-woman shows over the years, one of which is "Affectionately Yours, Fanny Kemble," comprised of excerpts from Fanny Kemble's diary. Rawls performed this show all over the world.

Gayle Attaway Findlay '55, trustee, worked extensively with Rawls in gathering, cataloging, selecting, and packing material to be sent to Wesleyan. Findlay recently received her master's degree in humanities at Manhattanville College and completed the cataloging of Rawls' collection for her master's thesis.

NEW WRITING LAB ESTABLISHED

A new writing lab has been established under the direction of Regina Oost, instructor in English. The lab is staffed



The Fanny Kemble Collection, donated by Eugenia Rawls Seawell '34, includes costumes and memorabilia from Rawls' career in the theatre.

by two students who have been specifically trained to assist students in writing.

In its first year of operation those students were Paige Getty, a senior communication major, and Jenny Vasile, a sophomore biology major. Along with Oost, they attended a national conference in peer tutoring at Indiana University/Pennsylvania where three hundred college students and writing instructors from across the country spent the day in workshops and panel discussions on developing a peer tutoring writing program. Next year, the peer tutors will be Valerie Lines, a junior history major, and

Truly McClellan, a junior art history major. The students work closely with Oost and receive internship credit for their work as tutors.

"We're emphasizing the fact that good writing knows no disciplinary boundaries," says Oost. "Our interns are from various disciplines, but all are committed to good writing."

According to Oost, use of the lab has snowballed. "It started off fairly slowly, but by the end of the year, a lot of students were coming in as they heard about the lab and what it had to offer."



The Rosemary, a hand-built pirate ship, was a gift from associate professor Hugh Spitler to the graduating class of 1993 and future Pirate classes.

THE PIRATES GAIN A SHIP

At Awards Day this spring, associate professor of sociology and senior class advisor Hugh Spitler made a presentation to the graduating class and to future Pirate classes. He presented the class with a hand-built pirate ship, named "The Rosemary," which is five-

and-a-half feet long and four feet high. Built on a one-quarter inch scale over a period of three years, the ship was constructed out of redwood, mahogany, basswood, and birch. The bow and the stern both have golden hearts mounted on them, and on the stern of the ship are two knights, a purple knight on the star-

Ollie Williams Jones
'17, Irene Sewell Hobby
'22, Elsie Lowden
Hambricht '34, Mildred
Fincher Efland '42, and
Susan Thigpen McDuffie
'53, unveiled the marker
dedicating the original
site of the college as a
shrine and historic site of
the United Methodist
Church.



board side and a green knight on the port side.

ORIGINAL SITE OF COLLEGE NAMED HISTORIC SHRINE

A marker was unveiled during the 1993 Marker Ceremony, which celebrates the dedication of the original site of the college as a United Methodist Historic Shrine and a South Georgia Conference Historic Site. The site was voted as such by the 1992 General Conference of the United Methodist Church and the 1990 South Georgia Conference. During the ceremony, the marker was unveiled by five alumnae, ranging from the class of 1917 to the class of 1953, representing those who spent their college years on the site. The marker was presented by Ernest W. Bass, chair of the Commission on Archives and History of the South Georgia Conference.

PLAQUES INSTALLED ON CHAIRS IN PORTER AUDITORIUM

Alumnae who returned to campus this spring for Alumnae Weekend '93 may have noticed a difference in their chairs in Porter Auditorium. Plaques have been installed on many of the chairs honoring those who contributed between \$5,000 and \$24,999 to the Alumnae Campaign for Endowed Teaching Chairs.

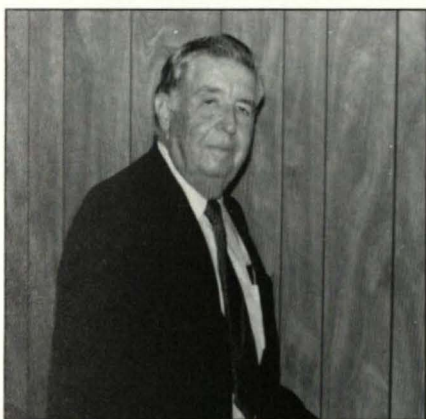
WESLEYAN STUDENT ATTENDS "WOMEN AS LEADERS" SEMINAR

Nikki Collins, a junior from Columbus, Georgia, was one of 102 top college students chosen to attend the 1993 "Women as Leaders" seminar in Washington, D.C., from March 16-28. The two-week seminar provided unique learning opportunities for students interested in women's leadership issues. Two students

were chosen from each state to travel to Washington and participate in the seminar. All tuition and housing costs are paid by the program's sponsor, Sears, Roebuck and Co. To be considered for the program, students had to write a series of essays and be nominated by their college president. Collins is pursuing a double major in psychology and religion and plans to attend seminary after graduating from Wesleyan.

Alexis Long, a junior chemistry major from Tullahoma, Tennessee, was chosen as an alternate for the state of Tennessee.

ATHLETIC PROGRAM GAINS NEW TEAM ROOMS



The new team rooms in Porter Gymnasium were made possible by trustees Chris Sheridan and Bartow Snooks (pictured above).

During the spring meeting of the Wesleyan College Board of Trustees, the new Team Rooms in Porter Gymnasium were dedicated. Two trustees made the team rooms possible: Bartow Snooks donated the materials, and Chris Sheridan donated the labor.

STUDENTS ONCE AGAIN ROCKING ON CAMPUS

Students are rocking once again in fifty new white rocking chairs, thanks to the



Thanks to gifts from Matt and Lynda Pfeiffer and Alexis Xides Bighley, students are once again rocking all over campus.

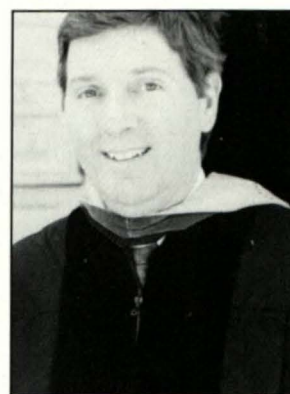
generous gifts of an alumna and an alumna's husband. When visiting campus last spring, Lynda Brinks Pfeiffer and her husband Matt, along with Alexis Xides Bighley, noticed that the rocking chairs they had always loved were no longer here. When they found out that the chairs had simply worn out or disappeared over the years, they decided to replace them. Matt Pfeiffer donated twenty-five chairs in honor of Lynda, and Alexis Bighley donated another twenty-five in honor and memory of a range of teachers, friends, and family.

FACULTY MEMBERS HONORED

Del Crisp, Fuller E. Callaway professor of English, has been named the 1992-1993 recipient of the Ann Munck Award for Excellence in Teaching. The Munck Award is the highest accolade that Wesleyan bestows on a faculty member in recognition of superior teaching. According to Dean Carole Brown, Crisp "fits precisely into the

tradition of Munck Award winners. Like all previous winners, this year's meets all the stated criteria for excellence in teaching and commitment to Wesleyan and adds to them impeccable scholarship." One of Crisp's students describes him as being "absolutely the most intelligent, enthusiastic, and devoted professor."

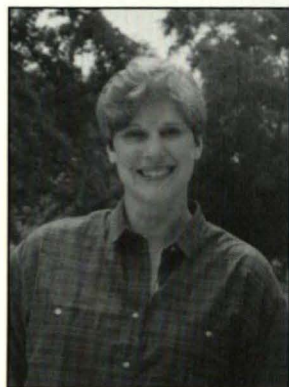
Crisp's colleagues describe him as "dynamic, engaging, animated, and resourceful" in class; another says he is "always eager to teach." Others describe him as one with the "ability to encourage faculty and students to reach their full-



Del Crisp

est potential" and who "leads by inspiring others to achieve their best." A previous dean at the college noted that if Crisp "could

be cloned and put in charge of academic departments across this country, the life of all academic deans and vice-presidents would be sublime."



Katie Floyd

Katie Floyd, instructor of biology, has been named the recipient of the Vulcan Materials Company Teaching Excellence

Award. The award is sponsored by the Vulcan Materials Company of Atlanta. The company sponsors the teaching excellence award at the nine member institutions of the Georgia Foundation for Independent Colleges.

One of Floyd's colleagues writes that "the temptation is to ask too much of her because she is always willing and always does, on time, what is asked." Dean Brown adds that "not only is this person known across campus as an excellent teacher, but perhaps more than any other faculty member, she has been concerned about what constitutes effective teaching and has made great efforts to experiment with and adopt new teaching techniques."

A student praises Floyd, saying that she is "a hard and demanding professor, but I get satisfaction out of the class because I feel that I **really** earned the grade I got." Another student describes Floyd as "the most genuine and concerned instructor I encountered at Wesleyan."

Marcile Taylor, professor of history, was awarded Wesleyan's newest teach-



Marcile Taylor

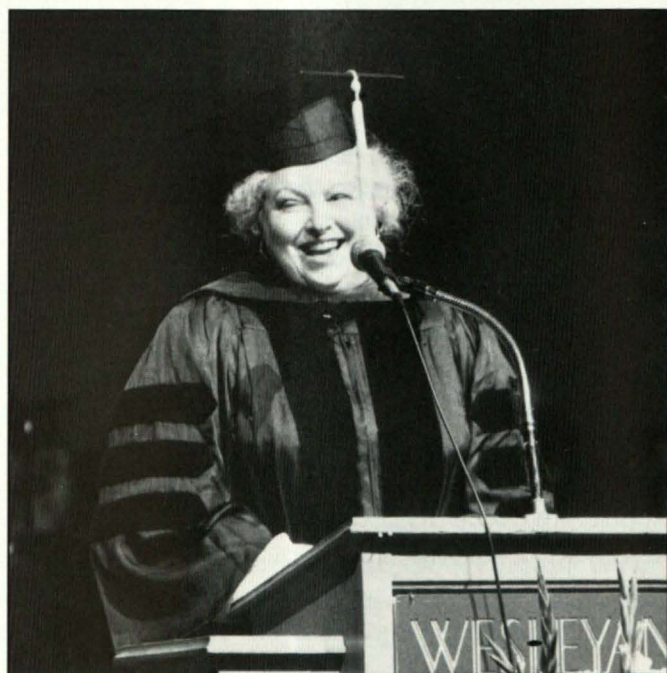
ing honor, the Exemplary Teacher Award. Sponsored by the Board of Higher Education and Ministry of the United Methodist Church, this award annually recognizes an outstanding teacher at the college. "The single most powerful force behind the creation and adoption of Wesleyan's nationally-recognized core curriculum, *The Wesleyan Plan*," according to Dean Carole Brown, Taylor was also instrumental in designing the first-year seminar program. Chair of the history department, Taylor has been a faculty member at Wesleyan since 1969. (See story on page 15.)

Weddington spoke of the changes for women she has seen and influenced, and encouraged graduates to remain a part of the process for change.

SARAH WEDDINGTON SPEAKS AT COMMENCEMENT

Sarah Weddington, the attorney who successfully argued the Supreme Court case *Roe v. Wade*, was the speaker at the 1993 Commencement Exercises. She spoke of the changes for women that she has seen and influenced, and encouraged graduates to remain a part of the process. Speaking the day before Mother's Day, Weddington spoke of mothers and grandmothers. "We come in the tradition of the importance of women in their communities and with a sense of gratitude for our mothers for what they have given us. When I think about the tradition of women as leaders, you see, it's not something new. The year of the woman didn't start yesterday. In fact, if you look back, they are the people who started libraries and hospitals."

There was some controversy surrounding the choice of Weddington, with dissenters feeling that the invitation implied an institutional support of abortion. President Ackerman disagreed. "Our



invitation to Sarah Weddington by no means indicates that this institution supports abortion, nor do we support the opposing view. What we do support is academic freedom. I believe that it would be irresponsible for us to attempt to screen ideas at the gate. Our one standard in inviting speakers to this campus is that they must be significant, and being significant will often mean that they are controversial. I believe that willingness to invite controversial speakers is a very important indication of the strength of an institution."

Weddington first spoke at Wesleyan in April 1992, at the symposium, "Toward the 21st Century: The Issues for Women." She was one of three featured speakers; Mrs. Anwar el Sadat and *Washington Post* columnist Judith Mann were the other two. After the symposium, the then-junior class voted to invite Weddington to return to campus the next year as their commencement speaker.

FIRST STUDENT IN WESLEYAN HISTORY GOES TO EQUESTRIAN NATIONAL COMPETITION

In only his first year of coaching the Wesleyan College Equestrian team, Jon Conyers sent a rider to the Intercollegiate Horse Show Association (IHSA) national competition at Lake Erie College in Painesville, Ohio. Heather Shaver, a junior business major from Douglasville, was the first rider in the history of Wesleyan to go to IHSA nationals, and she finished fourth in the walk/trot division. Shaver, who hopes to enter law school or an M.B.A. program after Wesleyan, transferred this year from Georgia State University in Atlanta to participate in the equestrian program.

To qualify for national competition, Shaver had to first qualify for the regional competition by scoring a minimum number of points during the regular season. She then had to place in the top four in regionals to go on to zones; she had to be in the top two in zones to qualify for nationals. Shaver placed fourth in regionals and second in zones to then qualify for nationals.

"There are eight levels of competition based on the rider's experience and skill," says Conyers. "Heather competed in the lowest class, walk-trot, which is for first-year riders."

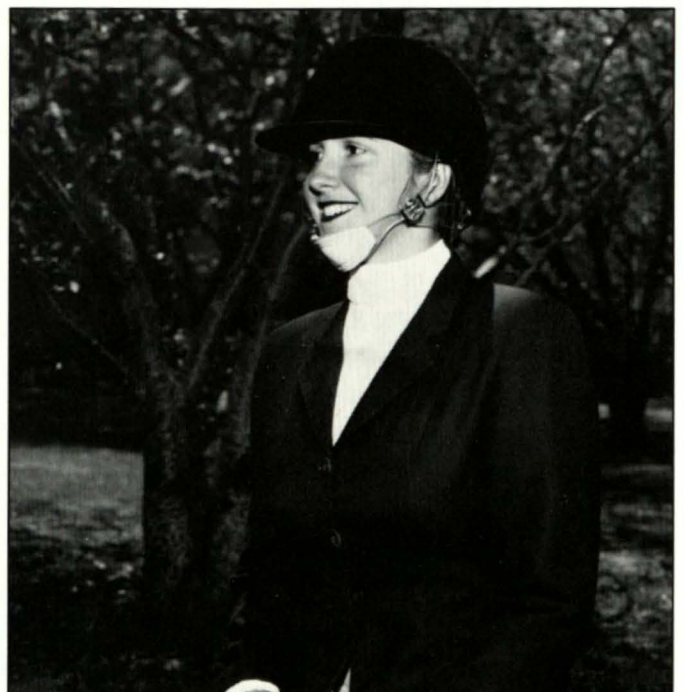
Conyers came to Wesleyan as director of the equestrian program this year after coaching the University of Virginia team to two national titles last year and directing the equestrian program at St. Andrews Presbyterian College for six years. "I was in a good situation at Virginia and wasn't really looking for a change," says Conyers, "but this seemed like a good opportunity - the chance to

be in charge of the entire program and build it up."

GRANTS RECEIVED TO BEGIN COMPUTERIZATION OF LIBRARY

The college has received grants from two foundations and two private donors that will enable it to begin the process of computerizing the library. The Tull Foundation has given the college a grant of \$75,000 to assist in the computerization of the library's card catalogue system. The John and Mary Franklin Foundation has awarded the college a grant of \$30,000 over the next three years. Jim and Martha Groover Staples '49 initiated this project with their gifts that combine his interest in computers and her interests as a librarian. Their gifts to the college were matched by Jim's employer, Martin Marietta. These funds will allow the college to begin the first stage of computerizing the library, which is putting the collection on a data base. Other funding is being pursued to complete

*Heather Shaver, a
junior business
major from
Douglasville, was
the first rider from
Wesleyan's
equestrian program
to ride in the
national
competition.*



Gena Franklin (left)

has been named

vice-president for

institutional

advancement.

Cathy Snow will be

full-time director of

alumnae affairs.



the project, which is expected to cost approximately \$450,000. The computerization of the library is part of a larger "campus modernization" project, which will include air conditioning two residence halls, completing the electrical renovation of the campus, modernizing the student activities space, networking the campus computers, and installing a new telephone system.

FRANKLIN NAMED VICE-PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

At the May meeting of the college's Board of Trustees, Gena Roberts Franklin '71 was named vice-president for institutional advancement. Franklin formerly served as director of institutional advancement and alumnae affairs. Cathy Coxe Snow '71 will become full time as of July 1, and will hold the position of director of alumnae affairs. "I am pleased to have the support of Wesleyan's Board of Trustees in naming Gena Franklin vice-president for institutional advancement," says President Ackerman. "This is the appropriate title for the officer in charge of fund-raising,

alumnae affairs, and public relations, three areas of immense importance for the progress of Wesleyan. Gena Franklin will serve in this role with great effectiveness."

"I am also delighted to name Cathy Snow to the now full-time role of director of alumnae affairs," Ackerman continues. "This role is also of great importance to Wesleyan. This is an exciting time for Wesleyan alumnae, who are now in the process of completing their first successful capital campaign. Cathy Snow will ably lead the alumnae to new levels of support for their alma mater."

PORTER FOUNDATION FUNDS CAMPUS RENOVATIONS AND CREATION OF STUDIO THEATRE

The James Hyde Porter Foundation has authorized a grant of \$32,000 to the college to complete several campus projects. The grant will provide carpeting for the exhibition walls in the East Gallery of the Porter Fine Arts Building, refurbishing of the Manget Dining Room, and will complete the funding for a studio theatre in the ground floor of the Porter Fine Arts Building. The studio theatre

will provide the theatre department with a home for acting and directing classes as well as a small and adaptable space for performances. "Theatre is the meeting place for the liberal arts," according to theatre director Julia Matthews, "and this type of facility will provide a forum for reflection and communication for the entire campus."

FIVE NEW FACULTY HIRED, SEARCH FOR TWO IN PROGRESS

Five new faculty members have been hired to begin teaching in the fall of 1993. The search continues, however, for faculty positions in education and in modern languages.

James Rowan, who has been hired as assistant professor of psychology, specializes in animal learning, memory, and cognition, and is currently completing his Ph.D. in experimental psychology at Kent State University. He will direct an experimental psychology laboratory, made possible by a generous donation from a parent.

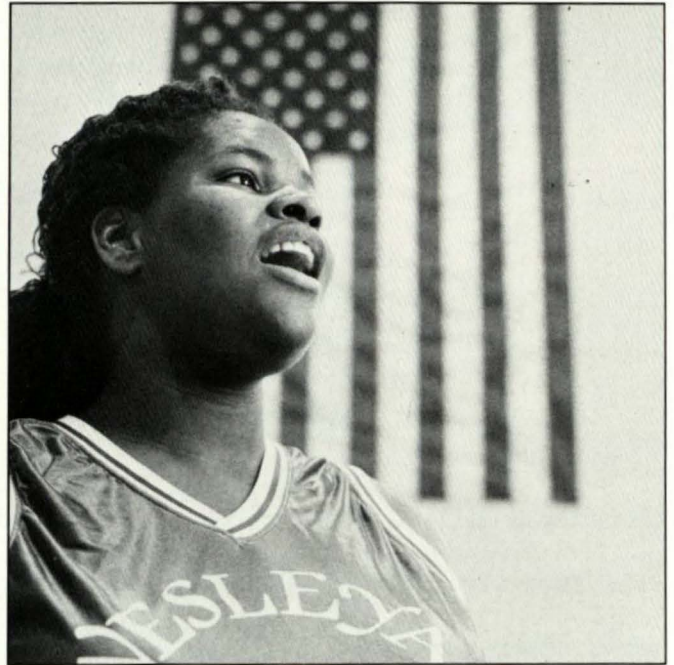
Ron Toll has been hired as the Munroe Professor of Life Sciences. (See story on page 20.)

Two faculty members have been hired to share a position as assistant professor of biology. The husband-and-wife team of Alastair Inman and Anne Houtman will be coming to Wesleyan from the University of Toronto. Inman and Houtman received their doctoral degrees in zoology from the University of Oxford.

Kimberley Estep has been hired as assistant professor of history. A doctoral candidate in history at Auburn University, her areas of study are British history, modern Europe, and U.S. history. □

PLAYING WITH

The gym was about three-quarters full of fans who fell quiet as a 6'4" player in uniform walked to center court and cleared her throat. Standing in front of the American flag, she began to sing, "O say, can you see..." There was not a sound in the gym except for her voice as it rose and fell over the notes of "The Star Spangled Banner." Her voice didn't falter as she neared the end of the song; she seemed to gain strength as she finished... "o'er the land



Heart & Voice

of the free, and the home of the brave." The crowd erupted in cheers, and the two teams came to center court for the start of the game.

The same player who sang the national anthem joined those players as the center for the Wesleyan basketball team, and the game against Agnes Scott College began. In its first season of intercollegiate play, the Wesleyan team was playing with only a total of eight players; only four of those had previous significant experience playing on a team. But it was obvious, when the game began, that what the team lacked in skill and experience, they made up in heart.

The lead went back and forth from Wesleyan to Agnes Scott. The Wesleyan crowd was enthusiastic, erupting in

cheers and even attempting an occasional "wave." The Agnes Scott fans, though small in number, responded in kind. Toward the end of the game, the Wesleyan team seemed to falter. They dropped behind by several points for the first time. Then, something seemed to change. Sarah Chervenak, the point guard, made several steals. Key passes were made to Sheree Hollis at center, and she scored again and again. The team regained their momentum and their lead, and finished the game at 68-59, for their second win of the season, both over Agnes Scott. Hollis and forward Leigh Copeland each ended the game with 13 points.

Meredith Grenier coached the basketball team in its first season of intercolle-

by Nancy Spitler

*"They were hustlers...
they never gave up.
Even if they were down
by 30 points, they never quit.
They played with more heart
than I've ever seen."*

giate play. Grenier, an intern finishing her M.S. degree at George Washington University, says, "They were hustlers... they never gave up. Even if they were down by 30 points, they never quit. They played with more heart than I've ever seen." Grenier got the team through the season by pushing and pulling and encouraging and badgering.

"Everybody improved a great deal this season," says Grenier. "Sarah [Chervenak] went from shooting 1 for 26 the first game to averaging 20 points a game. She also led the team in steals and assists. Leigh Copeland came in with the most experience, skill, and talent, and she was a confidence factor for the team. She averaged 13.8 rebounds a game; she would have ranked eighth in the nation if we were NCAA this season."

Sheree Hollis, the 6'4" center who is a music major, had been on her high school basketball team, but had only played 20 seconds in her entire high school career. By the end of the season, she was playing 35 minutes a game and averaging 4.5 blocks and 5.9 points. Hollis, who suffers with knee problems, "went home at night after practice, crying in pain over her knees," says Grenier. "But she came back the next night, and always finished her sprints."

With only eight players on the team, every player was essential and everyone got her share of playing time. Jenny Pozo, the team's "3-point queen," according to Grenier, shot 40 percent of the 3-point shots she attempted. Kazuyo Terada, a sophomore from Japan, had never before played on a team. By second semester, says Grenier, "she was the team jokester and had become a very aggressive player on the court." Tina Gann, a junior, struggled with her confidence during the sea-

son, but really worked hard to get her shot down. "When she relaxed," says Grenier, "she scored 12 points in a game."

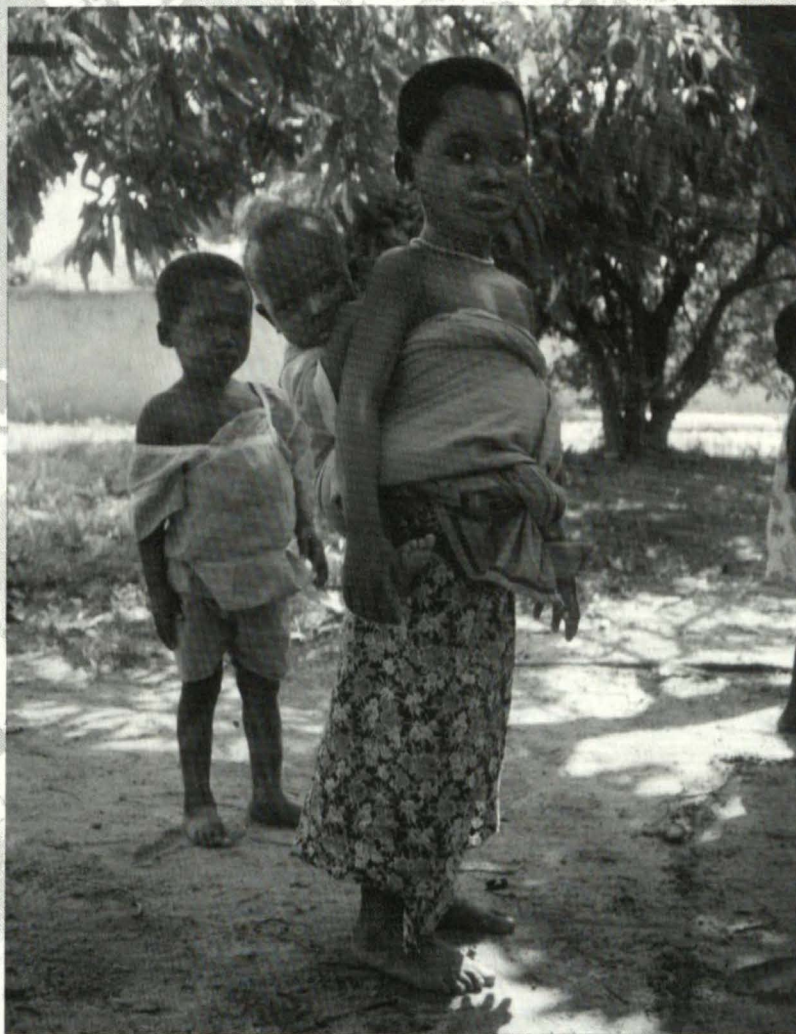


The team finished its season with a record of 2 wins and 17 losses; both wins were over Agnes Scott. (The team lost to Agnes Scott 66-42 early in the season.) Next year, the team will be competing in NCAA Division 3, and the schedule is more in the team's range of competition, according to Grenier. With a schedule that includes Meredith College, Spelman College, Agnes Scott College, Tennessee Temple, University of the South, Smith College, and Oglethorpe University, Wesleyan will also host a women's tournament which will invite Agnes Scott, Meredith, and Spelman to the campus.

Intercollegiate athletics are still relatively new at Wesleyan, but if the crowds at the basketball games are any indication, it is an area that is gaining support. And the spectators did not just sit politely in the stands, they were vocal in their support. From students to President and Mrs. Ackerman to faculty and staff members, the campus community showed up in force. And the team responded... by playing with every ounce of energy they could muster.

It's not every college basketball team that features a center who can also sing the national anthem. But then again, it's not every college basketball team that plays with such heart. Even when the odds were clearly against them, they played hard. "I'm always ready to win," says Grenier, "but sometimes this team had to show up knowing there was no chance. Still, they played to win." □

OUT OF AFRICA

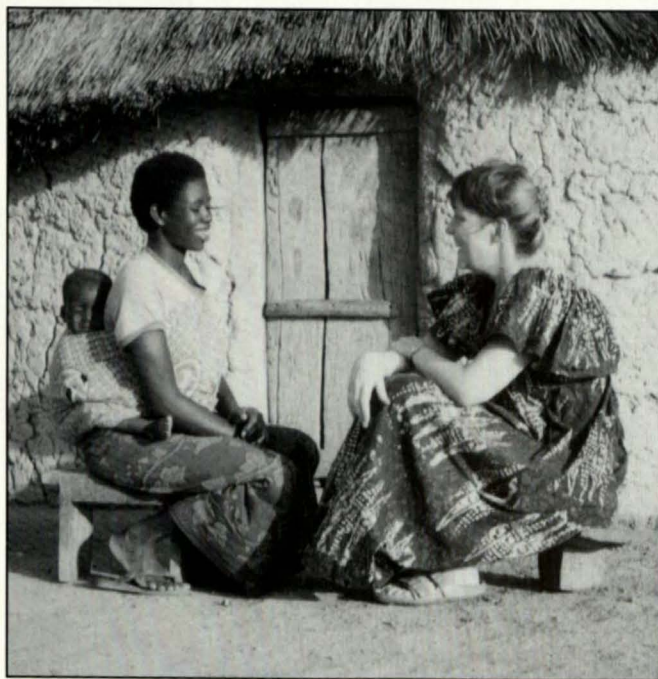


*At a very
early age,
Tenbo girls
must care for
younger siblings
and help with
household chores.*

by Lauretta Hannon

Cathy Crosby, class of '81, is no stranger to foreign lands. As a former missionary in Korea and Malaysia, she knows the challenges of cross-cultural communication. But her mission in the small African village of Tehini has been a daunting one – to first learn the oral Teen language, make it a written language, and then teach the Tenbo people to read and write their own language.

Cathy Crosby, class of '81, shares a laugh with her friend Helene, outside of Helene's home in the Ivory Coast of Africa.



"The Tenbo are not unintelligent," Crosby said. "They simply do not read and write."

Crosby is a literacy specialist with Wycliffe Bible Translators, a non-profit organization whose goal is to translate the Bible into many languages, including the many "unofficial" or oral languages of the world. After the Tenbo people become literate, Wycliffe hopes that they will read the Bible in their own language. Crosby is now in the States for several months to visit family and friends and receive further linguistic training.

Before arriving in Tehini, Crosby spent three semesters studying linguistics

dowry. She was thrilled to comprehend their conversation and flattered to discover that she was "worth" at least several cows, perhaps the steepest dowry ever heard of in the area.

"There was so much to learn about culturally," Crosby said. "When you live with people, you must respect their customs and way of life."

Crosby has developed a special friendship with Pale Eri Helene, her closest friend in Tehini. Helene was one of the first villagers to receive literacy training from Crosby.

"Helene is very special to me," Crosby said. "My work isn't glamorous — it can be downright tedious at times. But the expression on Helene's face the day she learned to read and write her first word more than compensated for any drawbacks."

While Crosby has devised an alphabet based on the Teen language, it is the responsibility of the Tenbo people to teach reading and writing to one another. Helene has already begun teaching other villagers.



A typical day begins around 6:30 or 7:00 A.M. for Crosby. The sound of a local woman pouring the day's supply of water into Crosby's barrel replaces the need for an alarm clock. After breakfast the thirteen-hour work day is spent conducting language learning sessions and visiting neighbors. Crosby usually tutors one or two students at a time because they prefer to work in small groups. Although progress may be slow at first, Crosby delights in each student's accomplishment — from holding a pencil properly

tics at Wycliffe's Summer Institute of Linguistics in Dallas. But when she moved into the small Ivory Coast village, she still had a language to learn. Crosby knew that she was making headway when she could understand two young men discussing her "bride price" — or

ALUMNAE WEEKEND 1993

The Feminine Gender... Past & Future Tense

ALUMNAE SCHOLARSHIP FOR LEADERSHIP SUSAN KATHLEEN HORTON, CLASS OF 1995



Susan Kathleen Horton entered Wesleyan in 1991 and immediately became an active, spirited member of the Golden

Heart Class of 1995. Her contributions to the Wesleyan community have been significant both in the classroom and out. A recipient of the Wesleyan Dean's Scholarship, she has been named to the Dean's List and has been designated as a President's Scholar. This spring she was the recipient of the Phi Kappa Phi certificate for scholarly achievement.

Horton involves herself in all areas of campus life and, at the same time, maintains high academic standards. During her first year, her classmates elected her as class treasurer. Currently, she is a Wesleyan Ambassador, the publicity and membership officer of the Young Democrats, and a member of both Amnesty International and the Wesleyan Spanish Club. She also serves as a Peer Counselor.

Horton has been an active participant in Project Read, Wesleyan's volunteer community literacy program. During the summer of 1992 she served as a resident adviser for Spectacles, Wesleyan's summer camp in math and science for middle school girls. She presently serves as an officer on the steering committee of Middle Georgians for Choice. Wesleyan faculty members know her as a responsible, creative, behind-

the-scenes leader, and a diligent, willing worker who has the full respect of her peers. She can always be counted on "to take on responsibilities whenever she is needed."

DISTINGUISHED SERVICE TO THE COMMUNITY LOIS GOLDMAN COWAN, CLASS OF 1945



When Lois Cowan discovers a need, says a fellow Wesleyan alumna, "she cuts straight to the heart of the problem to take ac-

tion." A full-time volunteer who goes to the office daily, she has devoted energy, intelligence and creativity to working in the field of education and mental health. As a consequence the quality of life is considerably better for many of her fellow citizens in Westchester County, New York.

After graduating from Wesleyan in 1945, Cowan earned an M.A. and Professional Diploma from Teacher's College, Columbia University. In the late forties and early fifties, she taught sociology and psychology at Florida State University and then served as assistant dean of students at Hunter College, New York.

When, as a young mother with three daughters, Cowan focused her energy on volunteer work in the community, she brought to it her professional skills and insight. In the sixties she worked in the field of education, serving as a member and pres-

During Alumnae Weekend 1993,

we celebrated the theme of

"The Feminine Gender..."

Past & Future Tense."

And we celebrated the

accomplishments of women -

women who have dedicated

their lives to service

to their college and their community,

and women who have

made their mark through

distinguished achievement in a profession.

On the next four pages,

you will find profiles

of the six women who were honored

during Alumnae Weekend 1993.

ident of the Board of the Community Council on Education. She then served as a member and president of the Board of Education for the Edgemont School District in Scarsdale, New York. She is also a past president and director of the Edgemont Scholarship Council.

For the past twenty years, Cowan has devoted tremendous energy and time to meeting human needs within the field of mental health. The new and innovative programs she has helped to initiate and establish are so numerous we can highlight only a few. In 1973, when she first joined the Board of the Mental Health Association of Westchester County, she organized the first spouse abuse program in the area, a program which placed volunteers in the court as advocates for battered spouses. Lois worked tirelessly and effectively to convince judges and probation officers that the program would be a help, not a threat, and to recruit and train capable volunteers. The program today serves courts in New Rochelle, White Plains, and Yonkers. Recognizing a further need for community involvement, in 1977 she established an advisory council, the Abused Spouse Assistance Program, which is composed of all agencies and volunteers which serve this need; she continues to serve as its chairperson. In 1987 she organized Court Appointed Special Advocates (CASA), which provides advocates for children in child maltreatment and foster care cases and assists the courts in permanent placement.

In addition to this work, Cowan has served as vice-chairperson of the Central Westchester Area Mental Hygiene Council of the Department of Community Mental Health and on the Hudson Valley Health Planning Council. From 1988 to 1992, she served as president of the Mental Health Association of Westchester County. Under her leadership services were significantly expanded to many groups including the seriously mentally ill, those affected by family violence, and the homeless. To educate the community and build support, in her presidency alone she made over 100 public speeches and actively trained other vol-

unteers in community liaison. Fundraising increased under her creative direction, and the operating budget expanded from \$1.7 to \$3.8 million. Cowan's outstanding contributions to the community have been recognized and appreciated by many. She received the Silver Box Award for Distinguished Community Service in Edgemont in 1977 and in 1985 was named Volunteer of the Year by the Mental Health Association of New York State. And in May 1993 she received the Humanitarian Award from the Mental Health Association of Westchester County.

DISTINGUISHED SERVICE TO WESLEYAN KAREN CONNOR SHOCKLEY, CLASS OF 1963



Since she entered the college in the fall of 1959, Karen Connor Shockley has embodied the spirit of "all that is grand" about

Wesleyan College. Most appropriately, she was elected president of the senior class of 1963, and as class reunion chair, she has organized and hosted every reunion for her Golden Heart classmates since graduation. While serving as a teacher and administrator in the Bibb County School System for the past thirty years, Shockley has always found time to serve her alma mater. Soon after her graduation she began contributing her professional services to Wesleyan's education department, acting as a consultant; supervising student teachers; speaking to classes; and serving on panels during the January terms. She has recruited students for the college through phone-athons and from among her own students.

Always an active member of the Macon Alumnae Club, Shockley has volunteered at the many Horse Shows and Kitchen Karavans sponsored by the Macon Club. In 1991, she completed twelve years of leadership and service to the Wesleyan College

Alumnae Association. During six years as the Association's Treasurer, she was involved in managing the Association's financial affairs; as Finance Committee Chair she was able to consolidate numerous accounts. From 1979 to 1982 Shockley served as president of the Wesleyan College Alumnae Association. These were critical years in the life of Wesleyan — years when Wesleyan's future was uncertain. She presided over numerous meetings with alumnae, trustees, and faculty and rallied support for the continuation of Wesleyan as we know it.

Throughout the local community Shockley has also spread the ideals of excellence and service that characterize her Wesleyan involvements. As an outstanding Bibb County principal, she has served at Springdale, Danforth, and Brookdale Elementary, opening both Springdale and Brookdale. At Danforth, she led the development of the BEST program which now involves more than twenty schools.

Shockley is an active member of Vineville United Methodist Church where she is a member of the Administrative Board and a trustee. Also, she is the only woman to have served as president and chairperson of the Georgia Industrial Home's Board of Trustees.

For thirty years, Shockley's devotion to the college has been outstanding. With patience and good humor, but with absolute determination, she has played a key role in preserving both the heritage and the future of Wesleyan College as a leader in women's education.

DISTINGUISHED ACHIEVEMENT IN A PROFESSION KATHRYN STRIPLING BYER, CLASS OF 1966

*Come March
in the mountains we all want a garden.
We'd grow one in stone
if we had to.*

These lines from a poem Kathryn Stripling Byer contributed in 1977 to the Scribes issue of the *Wesleyan Magazine of Creative*



Arts evoke an image that reminds us that writing poetry professionally in modern America must often seem like

growing a garden in stone. But poets must sing or shout or give voice. Starting at least as far back as Wesleyan, Byer has worked diligently at her art and has achieved notable success and recognition.

After graduating from Wesleyan with an English major, she earned an M.F.A. in writing from the University of North Carolina Greensboro in 1968. While there she won The Academy of American Poets Prize for the UNC System in 1968.

She then went to Western Carolina University in Cullowhee as an instructor in English. She has pursued her teaching and art while living in the mountains with her husband and daughter. For many years she taught creative writing in the extension and English departments of the university and currently serves as poet-in-residence.

Her poetry has been published in such journals as *Poetry*, *Virginia Quarterly Review*, *Southern Review*, *Georgia Review*, *Carolina Quarterly*, *Hudson Review*, *Iowa Review*, *Nimrod Awards Issue*, *Georgia Journal* and others. Her work has also appeared in many anthologies.

Byer has published two award-winning books. *The Girl in the Midst of the Harvest*, published in 1986 by Texas Tech Press, won the Associated Writing Programs Award for a first book. And last year *Wildwood Flower* won The Academy of American Poets 1992 Lamont Poetry Selection for a second book. It has recently been published by LSU Press.

Numerous other grants and awards have also recognized her achievements in poetry. These include the Anne Sexton Poetry Prize (1978), Irene Leach Memorial Awards (1972, 1978, 1982), Nimrod Poetry

Award (1987). In 1986 she received a Writer's Fellowship from the North Carolina Arts Council and in 1988 a Creative Writing Fellowship from the National Endowment for the Arts.

In addition to participating in numerous poetry readings, she often leads workshops and conducts poetry workshops for children in the public schools. She has served on the boards of the North Carolina Writers Network, the Writers Workshop, and the Arts Journal.

It is dangerous to make metaphors about a body of work, but Kathryn Strippling Byer's poems, like vigorous plants, seem rooted in rich soil. They are alive and vital. A line from a poem she wrote as a Wesleyan student reads, "I looked through pages and saw more than words." That is the poet's gift - to take those of us who listen beyond words to images, emotions, experience, and insight.

DISTINGUISHED ACHIEVEMENT IN A PROFESSION MARY LASLIE GRODNER, CLASS OF 1955



Since her graduation in 1955, Mary Laslie Grodner has pursued and achieved the high ideals and standards for

which Wesleyan College stands. She received both her M.S. in Zoology and Ph.D in Entomology from Louisiana State University.

Now nationally known, Grodner has served as the Pesticide Coordinator for the Louisiana State University Agricultural Center since 1980. Her writings are widely published; she has completed forty-two publications in the last twelve years. A colleague noted that as a female working in a scientific area whose workers are 90 percent male, Grodner has been accepted as "the authority." Indeed, in 1990, the Loui-

siana County Agricultural Agents Association awarded Grodner the Certificate of Achievement; in 1991 she received the Award for Excellence in Extension work from Gamma Sigma Delta, the Agricultural Honorary Society. The president of the Louisiana Aerial Applicators Association (better known to us as crop dusters) claims, "Dr. Grodner has helped us more than any other one person. She has put pesticide usage and safety in its proper perspective."

Regularly called on by the United States Environmental Protection Agency both to make presentations at national meetings and to advise on pesticide rules and regulations, Grodner has reviewed Private Pesticide Applicator Training Programs for the USDA/EPA in New York, Pennsylvania, Oregon, Kentucky, Texas, Virginia, West Virginia, New Mexico, Ohio, and Florida. She has served as a national advisor to the Environmental Protection Agency for evaluation of other states' pesticide programs, and she has made numerous technical presentations to other state groups regarding pesticide labeling and usage. Grodner is recognized as an excellent speaker, one who can communicate with both academics and illiterate farm workers and get her point across. During any one year she will make about thirty-five presentations inside the state of Louisiana alone. Most recently, she was the committee chairperson for the National Pesticide Applicator Certification and Training Conference held in New Orleans earlier this month, jointly sponsored by the USDA and the EPA.

Grodner held various teaching positions on the faculty of Louisiana State University from 1955 until 1980. She also taught for two years at Otterbein College in Westerville, Ohio. She is a member of numerous professional organizations including the American Council on Science and Health, Sigma Xi, Gamma Sigma Delta, the Entomological Society of America, and the Association for Women in Science.

A life member of the United Methodist Women, Grodner presently serves as the

1993 chairperson of the Administrative Board and Lay Leader of the William B. Reily Memorial University United Methodist Church.

One of six sisters who graduated from Wesleyan, she truly embodies the spirit and ideals of the "oldest and best."

**DISTINGUISHED ACHIEVEMENT
IN A PROFESSION
SARAH ANN WHITE, CLASS OF 1943**



"If I had not been paid to teach, I would have paid to teach." How often have friends heard Sarah Ann White thus

express her love of learning and teaching. With a 4.0 average, she received her A.B. from Wesleyan and master's from the University of Alabama, *summa cum laude*; truer words, she insists, would have been "with greatest happiness." Such has been the spirit of her forty-six-year teaching career in Birmingham and her life throughout which she has shared a rare enthusiasm and creativity for learning that has touched the lives of hundreds of young students, parents, and fellow teachers.

In the elementary classroom, White introduced innovative techniques and tools such as Happy the Puppet and colleague Puzzle Pup which helped students grasp hard concepts. She was among the first to use a tape recorder in helping children learn to read and write. And she pioneered in educational television. She hosted the program "Look, Daddy," taught reading, science, and writing on instructional TV, and shared teaching skills in a program called "The Master Teacher."

White shared her skills with other teachers through workshops, internships in her classroom and through her many publications, such as curriculum guides and "Sarandippitty," a column in the Birm-

ingham Education Association's monthly *Bulletin*. She has also given leadership to professional and community organizations. She has served as president of Gamma Chapter of Delta Kappa Gamma, an honorary education society, as president and vice-president of the Alabama Association for Childhood Education International and as vice-president of the Birmingham Classroom Teachers' Association. She is an active member of Grace Episcopal Church.

White was chosen Alabama's Favorite Teacher (1969), a state-wide award selected by judges on the basis of nominations from students, parents, and colleagues. Other awards include the Valley Forge Freedoms Foundation Award (1966), Award of Merit from the National Teacher of the Year Awards Program (1970), the Liberty Bell Award (1973), Outstanding Elementary Teacher of America (1972), Delta Kappa Gamma Distinguished Service Award (1983), Outstanding Educator from the Department of Curriculum and Instruction, University of Alabama Birmingham (1983), and resolutions of appreciation from the Birmingham Board of Education and the City of Birmingham upon her retirement in June 1990.

But the greatest honor, White has said, comes in hearing from former students from all over the globe who remember their year with "Miss White" as unforgettable. "Though there are no plaques, certificates, or newspaper write-ups for these awards of the heart," she writes, "they are the most valuable of all."

*If you know of alumnae
you would like to nominate
as next year's award recipients,
please contact the Alumnae Office
for nomination forms at
912/477-1110, ext. 306,
or at 4760 Forsyth Road,
Macon, Georgia 31297.*

to writing one's name — skills that many Westerners may take for granted.

During the seasons when the Tenbo people are working in the fields, Crosby has very few students. She uses this time to conduct literacy workshops in other countries and produce easy-reader books. And thanks to her work in the Teen language, Tenbo people are now able to create a whole body of their own literature — something that could strengthen and preserve their culture.



Crosby received her earliest linguistic training at Wesleyan. "Mary Hatfield (former professor of speech and dean of students) taught me how to take dictation in phonetics, a skill that I still use in the village to record the language," she said. "As unlikely as it may seem, there are similarities between my life at Wesleyan and my life in the Ivory Coast. If you think about it, STUNT is like how I live, on a small budget with little time."

One significant cultural difference Crosby has encountered is in the perception of women. In Tehini the women do most of the work but are viewed as chattel. Crosby's arrival in the village caused a bit of confusion — she drove a car, lived in her own house, and had a different way of life. In short, the Tenbo people did not have a place for her in their social context. But as Crosby became a valuable member of the community, they found a niche for her as an "honorary man," a tremendous testament to their respect for her.

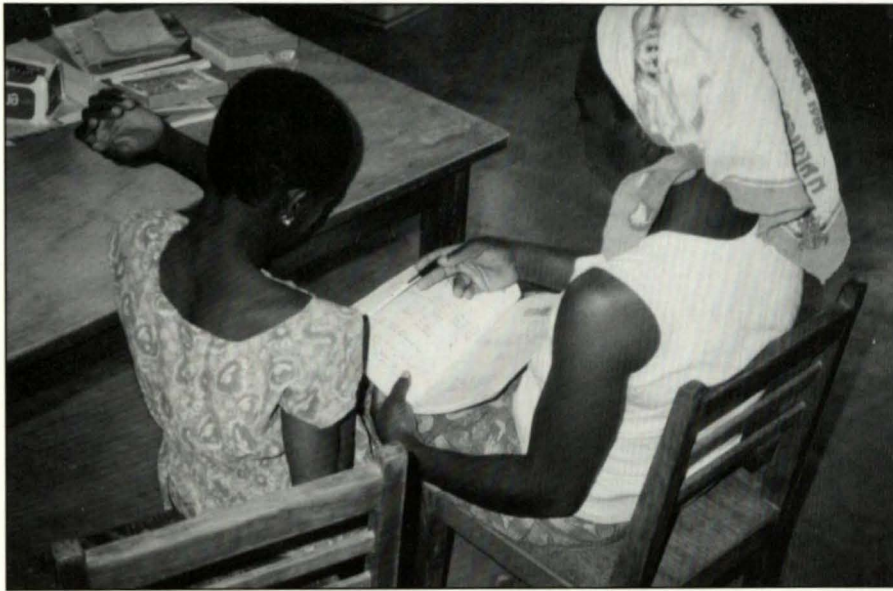
Apparently Wycliffe shares the Tenbo's sentiments. After her mission in Tehini is completed, Crosby has been



asked to serve as the literacy coordinator for Wycliffe in the African country of Mali. Crosby expressed sadness at the thought of leaving Tehini but said that she will go wherever her work takes her. The Tehini villagers are not jubilant at the thought of her leaving. "They say 'you are *our* white person; you cannot go anywhere else,'" Crosby explained with a laugh.

Someone who definitely accentuates

*Crosby is
awakened
every morning
by the sound
of "walking
water,"
the term used to
describe the
women who
maintain the
daily water
supply.*



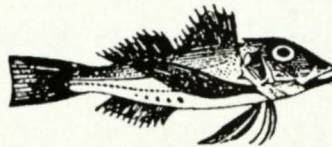
the positive, Crosby seems even more focused on her mission when she is faced with struggles and hardship. When she described her physical and emotional low-points, such as a bout with hepatitis in Burkino Faso, she spoke lovingly of the people who came to her assistance. Crosby credits part of her attitude with a lesson learned at Wesleyan.

"Wesleyan helped me learn to enjoy accepting challenges — and to not be afraid to try new things," Crosby said. "This lesson has taken me a long way." □

Lauretta Hannon is assistant director of public relations and publications at Wesleyan College.

After Crosby teaches villagers to read and write, it is their responsibility to teach others. The Teen language is in their own hands, and it will be the Tenbo people who decide its fate.

Cathy Crosby entered an entirely different world when she began literacy work in the west African village of Tehini. In order to understand the Teen language, she had to first learn the habits, social customs, and superstitions of the Tenbo people. Here is her translation of a Tenbo myth that bears a remarkable resemblance to the story of Adam and Eve:



A long time ago in the morning, every man and woman was happy. God was everywhere, and meat was everywhere. God was in the meat, and it was good. If anyone was hungry, he only needed to reach out and cut off some meat and he would be satisfied.

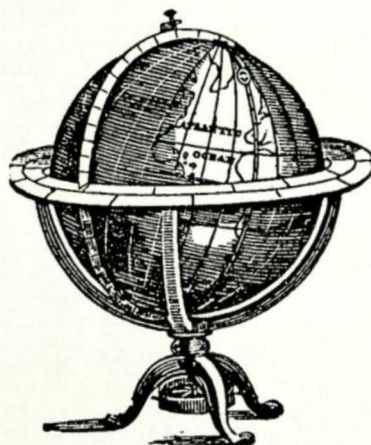
Then one day an expectant mother was hungry. She cut off some meat and put it in the kettle over the fire to cook. But the woman was impatient, and before the time was right she lifted the lid of the kettle. Immediately the meat flew out of the kettle and up into the heavens.



That is how God left the Tenbo people. At that same



moment, evil spirits entered the world and required the Tenbo to make sacrifices to them in return for their protection. To this very day, the Tenbo make those same sacrifices, and the word for God and the word for sky in the Teen language are but one word — Nyelye.



HyperCardTM HISTORY

by Nancy Spitler

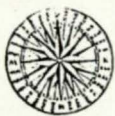
"The traditional approach to teaching Western Civilization that I followed for years often seemed to me to be intellectually untenable."

That's where Marcile Taylor, professor of history, began when asked to give an overview of the computer-aided world civilization course she developed. Taylor continues her critique of the traditional method of teaching western civilization and world civilization. "To go from the beginning to the end in two semesters is just impossible. Then we began to teach world civilization and that made the task more daunting"

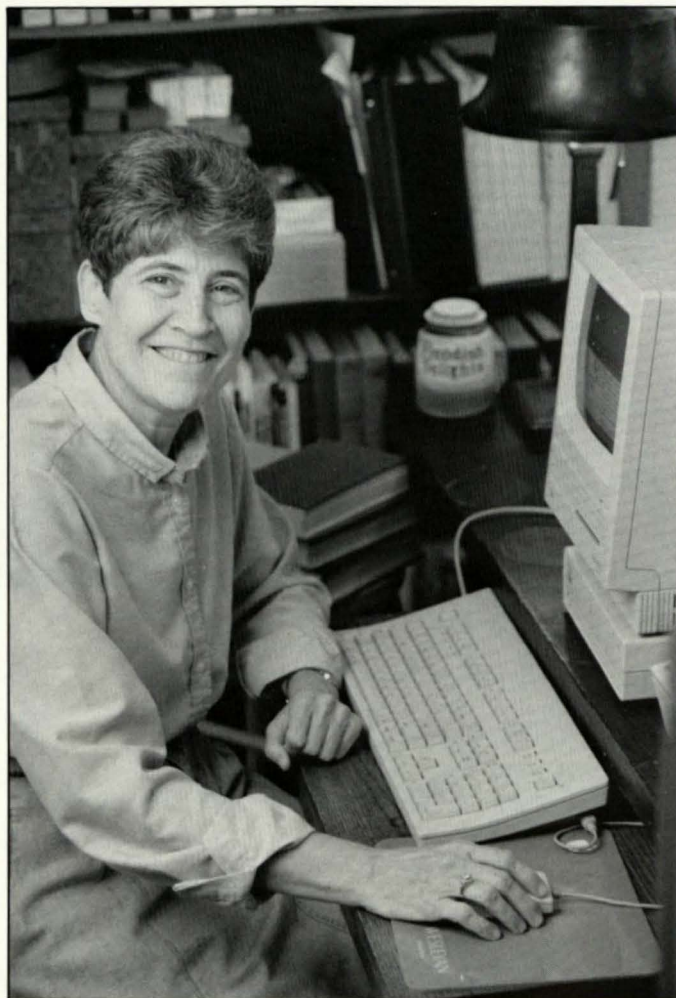


Taylor conceived a history course that abandoned the strictly chronological approach in order to present world civilization in a more understandable manner.





*However
effective
her method
may be,
it's not for
everyone.
"Traditionalists
would die,"
says Taylor.*



Several years ago, Taylor decided to tackle the problem of teaching world civilization in a new way. Faculty and students were in their first year of Computer Focus, which meant that faculty members and new students all had their own Macintosh computers and printers, and there was a new emphasis at the college on integrating the computer into the classroom. Taylor decided to use the computer to design an innovative approach to a very traditional course.

Taylor conceived a course that abandoned the strictly chronological approach in order to present world civili-

zation in a more understandable manner. "I decided it would be interesting to start with the modern period, something students were more familiar with," says Taylor. "But you just can't abandon the ancients. So you bring them into the story where they are the appropriate antecedents. The problem I faced was that there's no way organized that way."

Undaunted by that prospect, Taylor began the process of creating her own version of world civilization using a text that starts in 1400. She then, with the help of several assistants, input all the antecedent material into "hypertext." Hypertext is a method of information management using HyperCard, software in which "information - text, graphics, scanned images, and more - is stored on cards" (HyperCard packaging, Apple Computer, Inc.). And groups of these cards are called "hyperstacks." Hypertext is a term referring to the way text is organized which allows you to move through information in a non-linear fashion. For example, if you are looking at a screen that contains information about sixteenth-century Europe, you begin to "bump into" Africa. You can push a button which takes you to other "cards" which allow you to move back into history and look at Africa from its beginnings to the sixteenth century.

"Most of our students have some familiarity with European history," says Taylor, "so we start with something they understand [fifteenth-century Europe]. As Europe expands, we stop and look at whatever civilization Europe is colliding with. We're moving backward through the hypertext and we're also moving outward." According to Taylor, the textbook covers some areas fairly well, but for others, such as Africa and India prior to the

sixteenth century, she has compiled her own text in a "hyperstack."

The second semester of the course begins with nineteenth-century Europe, another expansionary period, so once again, the course moves out of Europe. "We revisit India and Africa," says Taylor, "but we can do this now in the text, because the text is with us. But Europe in the nineteenth century bumps into the Orient, so now we have hyperstacks on China and Japan. Then we come back to Europe.

"In contrast to a traditional world civilization course which would have started

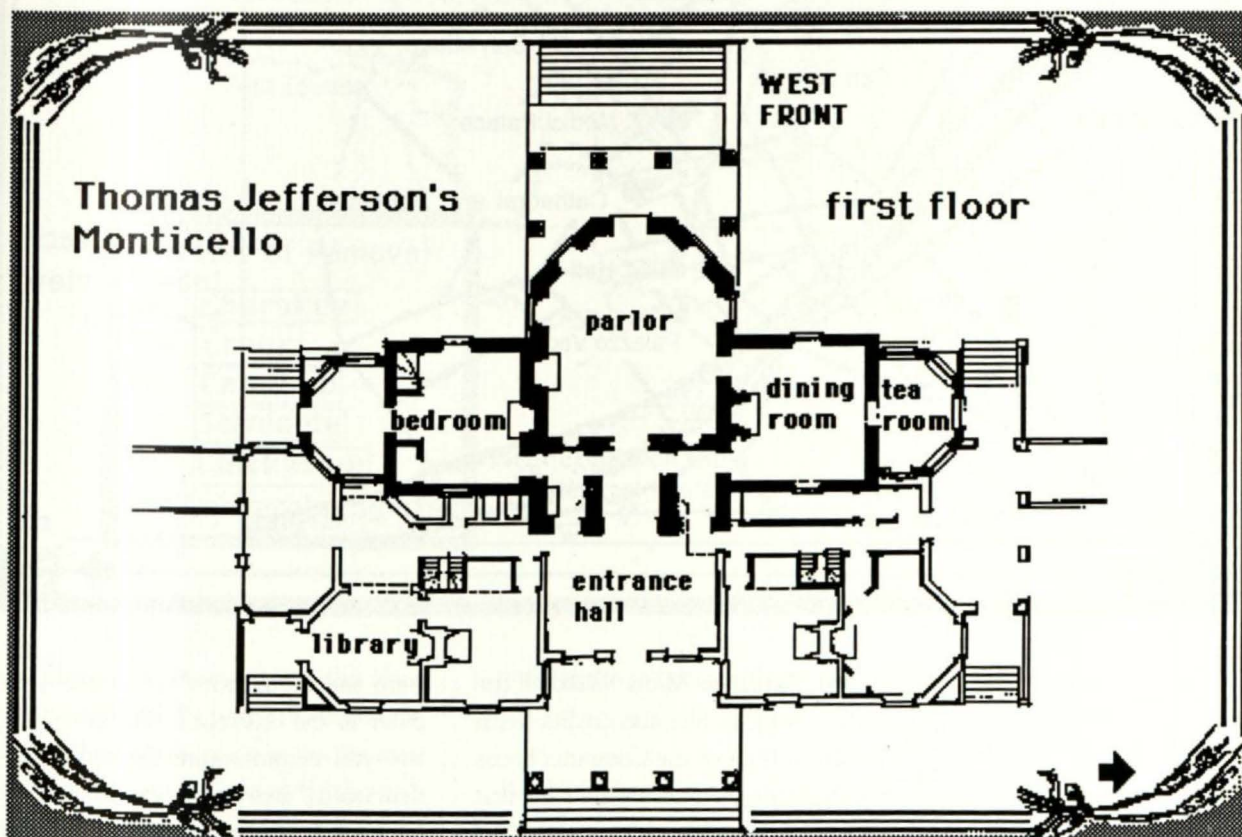
entity. We go back and we start with the Greeks and the Hellenistic world and we move through the Byzantine empire. We finish with Islam, the Crusades, the Ottoman Empire, Zionism and the birth of Israel, and the modern middle east."



This is not the traditional way to teach history, to say the least. "The whole early part of the European narrative is very fractured," says Taylor, "but that doesn't bother me." She feels that starting with familiar terri-



Using the HyperCard program, students can view a floor plan of Thomas Jefferson's Monticello, one floor at a time. At the click of a button, they can peruse the various rooms.



with the early civilizations, we cover these areas at the end of the course. We do the Mediterranean world as a single

tory and moving backwards through history as Europe "bumps" into other civilizations gives students a better



When looking at a map of the city of Florence, students can click a button and view a close-up of the Medici Palace or the Brancacci Chapel.

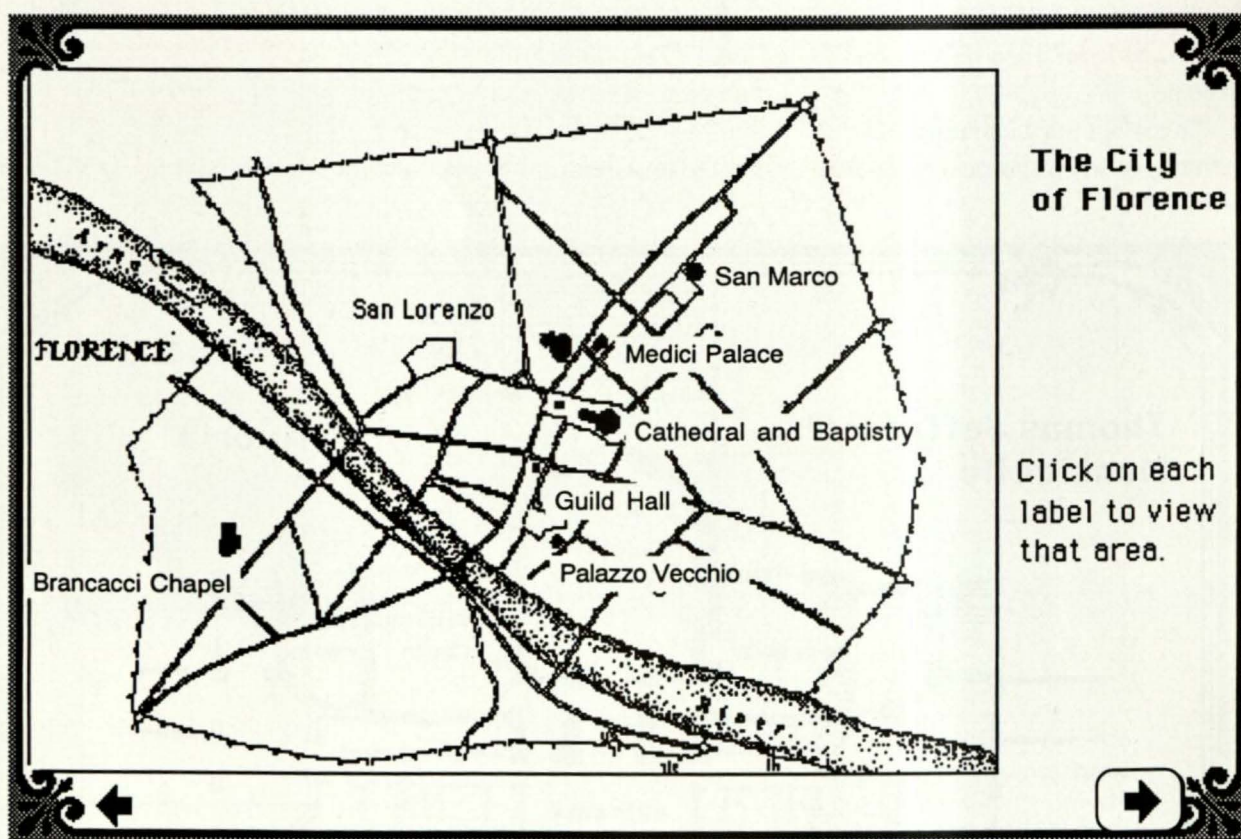


understanding of world history and civilization.

Taylor gives a great deal of credit to the three students who have helped design the program and input the text. Jeanmarie Desmond '91 designed the stacks, the backgrounds, and the format for the review questions. Dilhara Perera '92 then scanned pictures and imported

year after year. "Students tend to have some problems with it. It bothers them that they can't underline. They can print the screen, but that defeats the purpose [of working with electronic text]. What I'm working on next is an electronic notebook that will allow them to transfer information from the text."

Overall, Taylor is pleased with the pro-



the text. Catherine Mims '93 did all the needed revisions. She also credits Keith Hamon, director of the Computer Focus program, for a great deal of guidance and technical assistance.



According to Taylor, the program will probably never be finished, because she keeps refining it

gram and the growing use of the computer in the classroom. "The computer lets you communicate through more than words," says Taylor. She is still working to make the program more interactive. Currently there are review questions built into the text that students can answer and get immediate feedback. In studying certain periods of history, students can click on a button and hear rep-

representative pieces of music. When looking at a map of the city of Florence, they can click a button and view a close-up of the Medici Palace or the Brancacci Chapel. In studying the early American explorers, they can click on the route and then read the journal of the explorers.

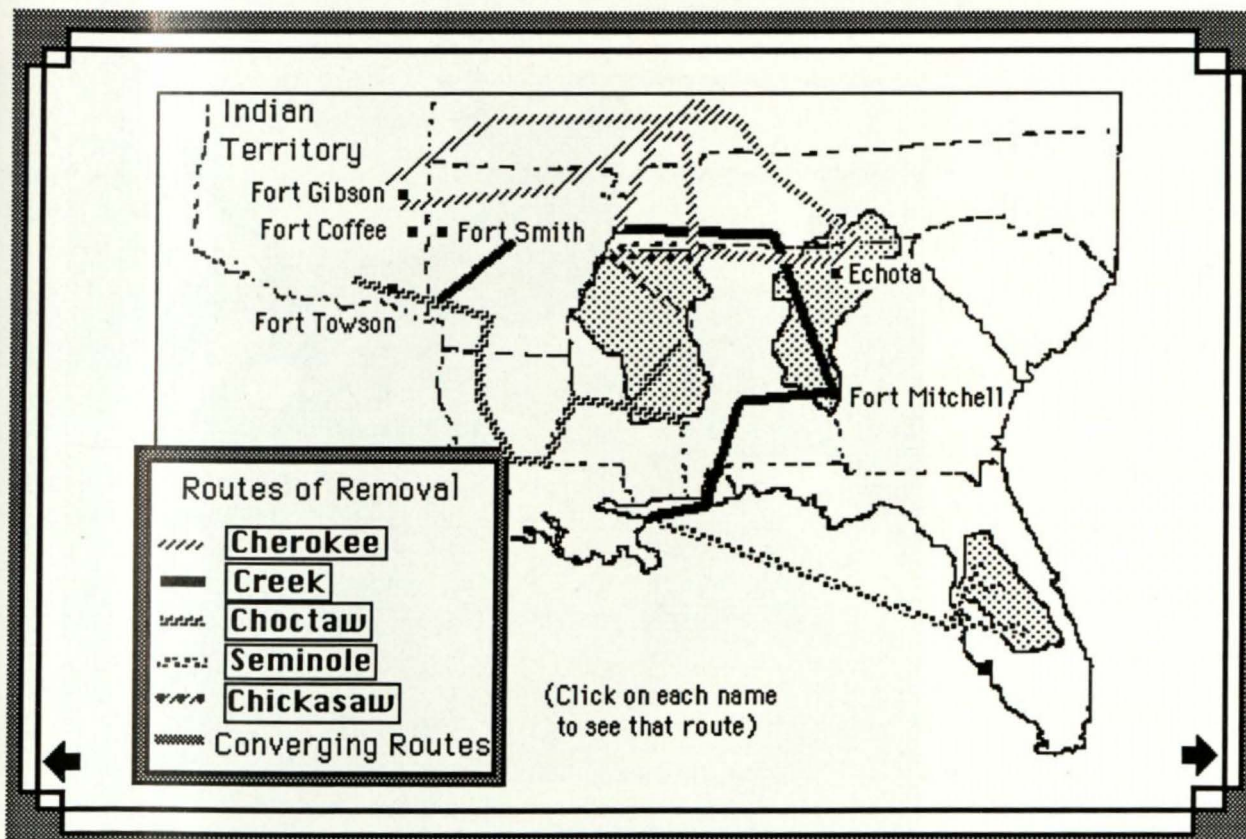
"The visual elements are helpful and we just can't get those in a text," says Tay-

lor. "study China, we start from early China and come up to the nineteenth century, because we're always coming from contact with Europe."

But for Taylor, the program has proved to be an effective way to make world civilization more manageable for students. "It's different," she says, "but it works. It makes learning easier as the



Students can merely push a button to watch the routes of removal of Native Americans traced across the map.



lor. That seems an understatement after you've watched the routes of removal of Native Americans traced across the map and heard strains of one of Beethoven's symphonies.

However effective her method may be, it's not for everyone. "Traditionalists would die," says Taylor. "The European story gets fractured, but those of other cultures by and large do not. When we

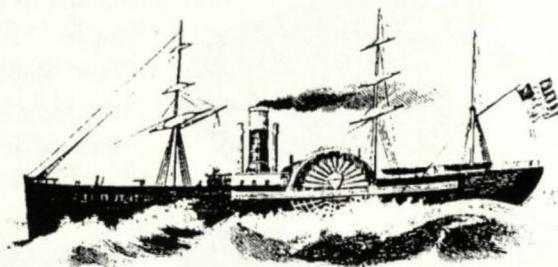
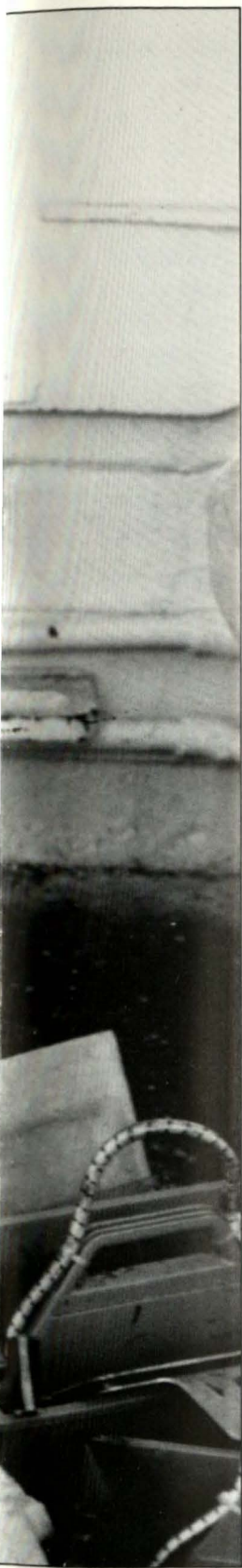
material begins to fall into place."

World civilization is not the only course Marcile Taylor has tackled using the computer. She also uses HyperCard in her American History course as well as her First-Year Seminar on Sixties Protest Music.

The 1857 sinking of the S.S. Central America claimed the lives of more than 400 people, earning its title as the "American Titanic." The ship carried nearly three tons of gold, which until just a few years ago, sat on the ocean floor. Ron Toll, associate coordinator of the project's adjunct sciences program, holds a gold coin recovered from the wreck.



ON LAND &

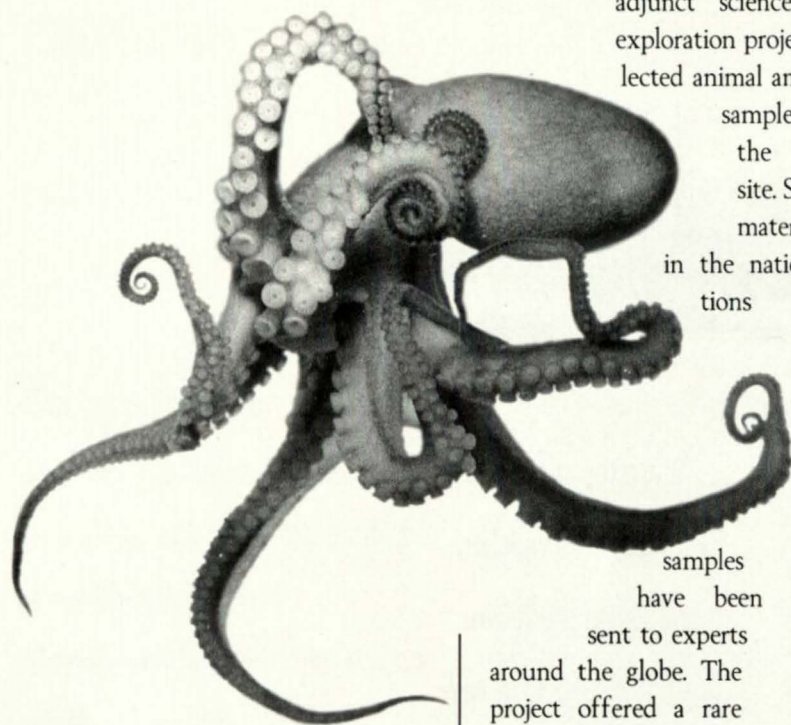


"When the vessel sunk
we went down with her,
and a good way down.
When I came up there were
hundreds of human heads
floating all around me."

This was one survivor's account of the 1857 sinking of the S.S. Central America, a sidewheel steamship that sailed into a hurricane 200 miles off the Carolinas. For more than a century, all that was known about the shipwreck came from survivor and eyewitness accounts. But in the 1980s the Columbus-America Discovery Group, a private corporation, was formed to search for the ship and its sunken treasure. Ron Toll, Wesleyan's new Munroe Professor of Life Sciences, was one of only three scientists invited to participate in research activities around the wrecked vessel.

SEA

by Laurretta Hannon



The octopus is the most highly evolved of all invertebrates, having complex internal organ systems and advanced learning capabilities.

As associate coordinator of adjunct sciences for the exploration project, Toll collected animal and sediment

samples around the shipwreck site. Some of this material is now in the national collections of the Smithsonian Institution. Other

samples have been sent to experts around the globe. The project offered a rare glimpse at the unique ecosystem evolving around the shipwreck site.

"When the excitement over the sunken gold subsides, there will still be interest in the scientific investigation; we've only begun our work as scientists," Toll said. "The shipwreck served as a biological oasis, an artificial reef a mile and a half below the surface. Some of the samples are being analyzed for possible medical applications. There is speculation that the sponges found there may contain organic compounds that could be useful in arthritis research."

The exploration team designed an unmanned, submersible robot named NEMO to retrieve both gold and biological samples. Video cameras allowed Toll to view the underwater animal specimens as he directed NEMO's mechanical arm to bring them to the surface.

"It was like seeing the technology of the twenty-first century," he said.



With tales of his on-board adventures, Toll should have no problem conveying to students the excitement of scientific inquiry. "The deep sea salvage project was the most exciting professional experience I've ever had," Toll said. "This was at times a covert operation, as you might imagine with such a vast amount of potential wealth involved."

"I was told very little initially — they wouldn't reveal the location of the S.S. *Central America*. I would not know where I was going or when I'd be home; it was a real James Bond-type existence."



A biological oceanographer and marine invertebrate zoologist, Toll is active both in the field and at the lab bench. With research sites on the Georgia coast and a campus laboratory to set up, his students will be busy throughout the year. But he plans to do more than just explain the scientific method to his students; he will require that they model themselves as scientists. In fact, Toll foresees a new emphasis on the sciences at the college.

"This fall I will be one of four new faculty members hired in the sciences," Toll explained. "I'm looking forward to working with them as a team member and contributing to the continued growth of the science program. There is a great opportunity for a renaissance in the sciences at Wesleyan," he said.

This is an idea echoed by Carole O.

Brown, dean of the college.

"We are developing a research-driven science curriculum," Brown said. "By adding more faculty members who *do* science as well as teach it, we are well on our way to giving every interested student the opportunity to do collaborative research with a faculty member and, thus, to give a distinctive shape to our science program."

Toll's laboratory will be stocked with everything from hard clams to live octopuses. From animal care and feeding to data collection, students will be involved at every level of the research.

At his on-going research site on St. Catherine's Island, near the Georgia-Florida border, Toll studies the recruitment patterns of adult hard clams, the variety found in clam chowder and other dishes. And what he's discovering may have the clam industry jumping . . . make that digging... for joy.

"It has been assumed that adult hard clams stayed in one place, were harvested, and then only after six or seven years would newly settled larval clams grow up to marketable size," Toll explained. "But our findings indicate that clams are able to migrate considerable distances and are recruiting into depleted areas within months to a few years. This means that commercial clam operations could return to the same area much sooner than expected and find clams. So the clam industry may be bypassing viable areas — this finding could have considerable economic impact by saving the industry time and money."



In addition to his clam work, Toll is building a baseline of information about the marine creatures in the island's coastal waters. Here again, students will be on deck to gather and identify the organisms.

Despite the allure of field research, some students may become attached to his unusual laboratory animals — octopuses. Toll will house a dozen live octopuses in his campus laboratory.

"We are going to do a wide variety of studies on natural history," Toll said.

"These will include an investigation of normal tissue regeneration, such as the regrowth of a lost arm, and we'll examine the role that retinoic acid, a derivative of vitamin A, plays in abnormal tissue growth. I'm also very interested in the evolutionary history of octopuses, something that is somewhat of a mystery."

Toll is one of only a handful of researchers world-wide to study the octopus, an animal of great economical and ecological importance. During his docto-

Working from the research vessel, Arctic Discoverer, Ron Toll collected deep-water sediments and animal specimens from the S.S. Central America wreck site.



While mother nature provided the biological oasis around the sunken ship, modern technology enabled Ron Toll to collect specific samples with minimal disturbance to the area.

ral studies at the University of Miami, he worked with the late Gilbert Voss, the world's expert on cephalopods, the class of mollusks that includes squid and octopus. He credits Voss with stimulating his interest in the mysterious, eight-armed animal.

"There are many reasons why the octopus fascinates me," Toll said. "It is the most intelligent invertebrate. Octopuses have highly developed central nervous systems, complex sensory structures and behavioral repertoires — but in general, relatively little is known about them."

Because octopuses are difficult to maintain and culture in the laboratory, research has been limited. Until a breakthrough by Toll and his students, the octopus' need for a live marine animal diet restricted research to areas where suitable prey were readily available. Toll's laboratory was the first to maintain octopuses on a diet of freshwater

octopus as a research and teaching model at inland facilities.

When Toll arrives on campus this fall, Wesleyan will house the only octopus laboratory in the southeast. And although Toll's laboratory will be 150 miles away from the nearest ocean, Wesleyan students will be learning on land and sea.

Ron Toll is the new Munroe Professor of Life Sciences. Prior to joining Wesleyan, he was an associate professor of biology at The University of the South in Seawee, Tennessee. Toll is a research associate in the National Museum of Natural History's department of invertebrate zoology and serves as managing editor of the American Malacological Bulletin. He received his doctoral degree in biological oceanography from the Rosenstiel School of Marine and Atmospheric Science at the University of Miami in Florida and his bachelor's degree in zoology from Rutgers University.

The Munroe Chair in Life Sciences is now fully funded as a result of the Alumnae Campaign for Endowed Teaching Chairs. An additional gift from Mary Gray Munroe '34, Julia Woodward '34, and Margaret Thrower '35 has funded the set-up and operation of Toll's laboratory. □



and terrestrial food items such as earthworms and snails. This alternative diet has enabled a more widespread use of the

A COLLEAGUE REMEMBERS JOEL PLUM

Art instructor Libby Bailey remembers her friend and colleague, Joel Plum, who died of AIDS November 17, 1992.

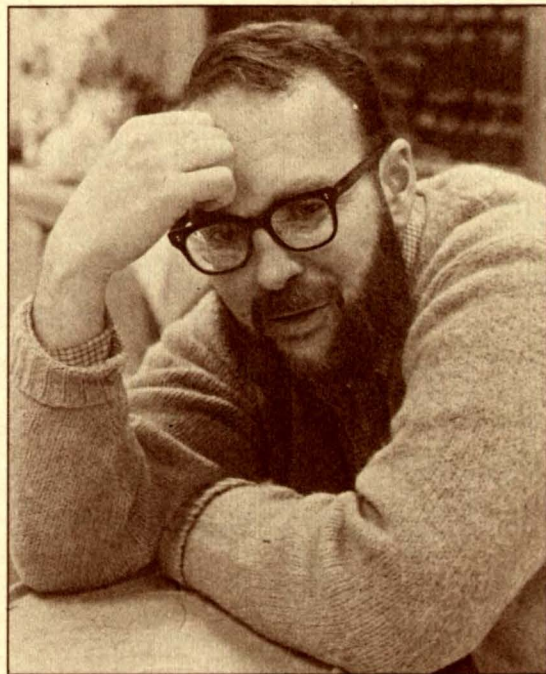
Friends, colleagues and former students remember with great fondness former Wesleyan Associate Professor of Art Joel Plum who died on November 17. Most people remember Joel ("Uncle Fuzzy") as a teacher, artist, and designer, who applied his imagination, candor, and sense of humor to every project and challenge.

As a ceramics teacher at Wesleyan, Joel exercised immense patience, in his own way. Students would work for weeks on turd-like creations as he gently and methodically coaxed them into making forms. "If you tell people something long enough, they begin to say it back to you," was his approach. Miraculously, the ugly globs would be transformed into works of sensitivity and beauty.

Many colleagues and alumnae remember Joel's Halloween parties, which he held at Plumcroft. He dressed as a Trappist monk, while students often appeared as works of art such as Duchamp's *Nude Descending the Staircase*, the Byzantine Empress *Theodora* or the Greek *Three Goddesses*. The costumes were an interesting mixture because Joel also invited his square dance group, who came in their ruffled skirts and string ties.

For Joel, the process of art was most clearly expressed in his working with clay. "You have to let the clay be clay," he would say, and then laugh. Joel stretched the potential of clay to the limit without ever losing sight of its essential organic properties. He formed a relationship with clay that we painters can never understand.

Among the most popular of Joel's works are probably the infamous putti eggs. Here one sees a perfectly formed porcelain egg, delicately decorated



with swirls of clay pushed through a cake decorator. One opens the egg to discover, to one's surprise and delight, putti (cherubs) innocently arranged in various intimate positions. Once Joel made a whole clay carousel of putti riding chickens. Next in notoriety was the controversial *Academic Procession*, large, clay, monk-like figures with empty heads.

Finally, there are the functional objects: vases, bowls, and mugs, balanced and satisfying, based on universal forms: the egg, the cylinder, and the spiral. Joel would diligently copy ferns and birds for the vases from books on oriental pottery. What happened between hand and eye is a mystery because his copies, lovely in their own right, bore no resemblance to the original.

After leaving Wesleyan in 1982, Joel became the Curator-at-Large at the Macon Museum of Arts and Sciences. In the *Museum Muse*, Director Nancy Anderson recalled that Joel had been deeply concerned about AIDS long before he knew that he was HIV positive. Joel contracted the disease from a blood transfusion in 1982. He expressed his gratitude for the resources and support of the gay community in Macon which helps people with AIDS cope with their disease. Anderson stated that the Museum is planning a retrospective of Joel's work for next winter.

Joel loved art and dedicated his life to it. He will be sorely missed by those of us who looked to him constantly for advice or who needed a different outlook on life. When presented with a problem, one often thinks, "Joel would know how to do this." □



CALENDAR OF EVENTS

June 20 - July 10

MidSummer Macon offers arts instruction for people of all ages and levels of experience. Classes in theatre, visual arts, dance, creative writing, and music are offered. For more information, please call 912/477-1110, ext. 309.

July 11 - 24

Spectacles Math and Science Camp II is a two-week residential math and science camp for rising seventh and eighth-grade girls. For additional information, please call 912/477-1110, ext. 359.

August 1 - 14

Spectacles² is an intensive two-week camp for rising ninth-grade girls gifted in math and science. For more in-

formation, call 912/477-1110, ext. 359.

August 24

Performance by **Brian Huskey**, comedian and acoustic guitarist. This is the first performance in the 1993-94 Coffee-house/Comedy Series co-sponsored by the Office of Student Activities and the Council on Social Activities. 8:30 - 10 P.M., Rec Room.

August 26

Classes begin.

September 11

Performance by comedian **Jim David**. 8 P.M., Rec Room.

September 11

Performance by comedienne **Margaret Cho**. This is the second performance in the 1993-94 Coffee-house/Comedy Se-

ries co-sponsored by the Office of Student Activities and the Council on Social Activities. 8:00 P.M., Rec Room.

SOCCER SCHEDULE

September 11

Guilford at Agnes Scott College, 11 A.M.

September 17

Centre College at Wesleyan.

September 22

Ogelthorpe University at Ogelthorpe.

September 24 - 25

Hollins College at Hollins.

October 1

Agnes Scott College at Wesleyan, 3 P.M.

October 3

Savannah College of Art and Design at Wesleyan.

October 5

LaGrange College at LaGrange, 3:30 P.M.

October 13

Savannah College of Art and Design at Savannah.

October 16

Lee College at Lee.

October 17

University of the South at Sewanee.

October 21

Agnes Scott College at Agnes Scott, 4 P.M.

October 25

Ogelthorpe University at Wesleyan, 3:30 P.M.

VOLLEYBALL SCHEDULE

September 10

Ogelthorpe University at Ogelthorpe.

September 14

Maryville College at Maryville.

September 18

Agnes Scott College at Agnes Scott.

September 27

LaGrange College at LaGrange.

October 6

Ogelthorpe University at Wesleyan.

October 9

Tennessee Temple at Tennessee.

October 18

Tennessee Temple and Agnes Scott College at Wesleyan.

October 22 - 23

Salem College at Salem.

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Cathy Crosby '81 shares a laugh with her friend Helene, outside of Helene's home in the Ivory Coast. Crosby has spent three years living and learning with the Tenbo people. See story on page 11.

